



Why the Problem-Solving Model?

- From 1977 to 1994 the number of students with disabilities grew from 3.7 million to 5.3 million despite school enrollment remaining constant. Collaborative problem-solving by a multidisciplinary team is believed to be a way to eliminate inappropriate referrals and increase the legitimacy of the referrals initiated.
- 42% of the students that went through the Problem-solving model/Curriculum-based measurement process were found to display significant progress as a result of the model. Additionally, students were found to make significant progress regardless of gender, grade, social-economic status, or race.
- Regular education teachers indicated that they agreed that the problem-solving model/curriculum-based measurement system benefited students, was effective, provided data that were helpful and good indicators of student performance, and provided helpful interventions for the students. All 3's on a 4-point Likert scale.
- Laut et al. (2001) implemented a problem-solving model/curriculum-based measurement model in three elementary schools. 77% of the students that went through the previous pre-referral process were referred for testing and only 35% qualified for special education services. With the PSM/CBM model 50% of the students that went through the process were sent for testing and 75% were found eligible for special education services.
- First year results:
 - 70% of K-5 initial placements in the first year were from K-2 grades.
 - 76%
 - 80%
 - After first year there was an 8:1 reduction in special education placements across 25 K-5 schools.
 - An additional 6% reduction
 - After first year there was a 45% reduction in special education placements for black males.
 - An additional 22% reduction
 - Parent satisfaction surveys indicate higher level of approval for the new process.